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ABSTRACT

A survey was conducted to determine the conditions surrounding adult learning in the area served by Hill Junior College (Texas). Of a sample of 750 local residents, 351 persons (47.8%) responded. Selected sample characteristics were compared with 1970 census data to determine that findings were generalizable to the total population. Respondents tended to be married (72.9%), 51.9% were not supporting children at home, and 69% were employed at least part-time. Most (61.2%) were 35 years or older, 59% had yearly incomes above $10,000, and 27.1% had at least a baccalaureate degree. Desire to learn was expressed by 73.2%, an attitude expressed by 41% of the women compared with 32.1% of the men. Subject area choices included the following: home and family, 66.5%; hobbies and recreation, 51.5%; personal development, 47.5%; vocational subjects, 34.6%; general education, 27.9%; and public affairs, 26.5%. Almost two-thirds of the respondents preferred credit, 65.8% wanted to attend class one to two evenings weekly, 52% were willing to spend at least a semester in study, 68% preferred alternate instructional methods, and 88.7% expected to pay for instruction. Personal enrichment and vocational advancement were the primary reasons for continuing learning. The questionnaire is appended. (RT)

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THE LEARNING NEEDS OF ADULTS IN HILL COUNTY, TEXAS

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PREFACE

This report is the result of a research survey conducted to determine the needs and conditions related to adult learning in Hill County, Texas. The attitudes of Hill County residents toward Hill Junior College were also studied and reported in this document. The information gained from this study will be used for future planning and action by Hill Junior College.

The Adult Learning Survey questionnaire was developed originally by Educational Testing Service and was later modified for use in the St. Louis Non-Traditional Community College Project by Dr. Walter Hunter and his staff. A study similar to the one reported here was conducted by the author for Ft. Scott (Kansas) Community College utilizing the ETS developed questionnaire. The instrument was adapted and used by permission of ETS in the present study.

Several staff members of Hill Junior College made valuable contributions to this study. Of particular help were Mr. Carter Williams and members of his sociology classes during the fall, 1977, semester. These students worked many hours to deliver and collect questionnaires from the respondents. Miss Cheryl Copeland helped with the tedious job of keypunching and Mrs. Velma Volcik provided assistance in typing the final manuscript. The help of all these individuals in developing the study and present report are gratefully acknowledged.

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THE INSTITUTION

Hill Junior College is a small two-year institution located in the rolling farm land of Central Texas. The college is located in Hillsboro, Texas, and serves the residents of Hill, Bosque, and Johnson counties. It is proud to share the rich heritage and traditions of the area and to serve approximately 2500 rural Texans each year.

The college began as "Hillsboro Junior College" in 1923 and continued as an extension of the Hillsboro public school system until 1950. The original college was the first municipal junior college organized in the state of Texas, and it served as the only source of public higher education in a large segment of Central Texas for many years. A separate junior college district was formed in 1961 when the voters of six school districts in Hill County agreed to tax themselves for the purpose of establishing a modern junior college to serve the area.

As a good citizen of the area which it serves, Hill Junior College has accepted the responsibility to provide its neighbors in rural Central Texas with:

1. Technical programs up to two years in length leading to associate degrees or certificates;

2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;

3. Compensatory education programs designed to fulfill the needs of underprepared students;

4. Counseling and guidance services designed to assist students toward their educational goals;

5. Courses in the arts and sciences parallel to those taught in the first two years of the senior colleges and universities of the state;

6. Continuing education experiences to persons desiring career and cultural enrichment; and

7. Leadership, technical assistance, and resources which contribute to the development of the service area.

ADULT LEARNING PROJECT

Hill Junior College has been established by the voters of its district to provide educational services to area residents. However, the learning needs of those residents have never been determined with any certainty, and educational programs have been offered mainly on the basis of assumed need. Evidence indicates that Hill Junior College is doing a creditable job of anticipating and meeting the post-secondary needs of traditional students. Yet the number of students currently served in typical programs represents less than four percent of the county population and less than one percent of the population of the service area. Questions can be raised regarding the educational needs of the vast majority of area residents not currently being served by the college. One wonders if there are adults or post-secondary youths in this Central Texas region who desire additional education but who,

for whatever reason, have not been served by Hill Junior College.

Purpose

The Adult Learning Project was developed to determine the conditions surrounding adult learning in a two-county area served by Hill Junior College. The survey was designed to provide information to be used as the college plans for the future to better serve the learning needs of its service area. The present report describes the results of the Project in Hill County; a second report will summarize findings in Johnson County.

Focal Questions

The study described here was designed to focus on the following questions:

1. What are the educational needs and interests of adults in Hill County?

2. What are the conditions under which adults in Hill County could best be served educationally?

3. What attitudes do adults in Hill County hold toward Hill Junior College?

Methods and Procedures

The Adult Learning Project was carried out by the staff and students of Hill Junior College. The methodology employed was an adaptation of that used in research conducted first by

the Commission on Non-Traditional Study and later by the St. Louis Non-Traditional Community College Project. The present study replicates a study conducted by the author for Fort Scott Community College, Fort Scott, Kansas, and completed April 1, 1975. The survey instrument was developed by Educational Testing Service and has since appeared as an appendix in the book, Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc. Permission to use the questionnaire was requested by Hill Junior College and was granted by ETS.

The survey sample was selected by the use of a numerical code and a list of names covering Hill County residents. Selected students delivered survey instruments to the research sample as a project in the sociology classes taught by Mr. Carter Williams. The students were given necessary explanations of the research and instructions for completing their assignments by the project director. The occupants of each house identified for the sample were contacted. A survey instrument was left at the house for each occupant eighteen years of age or older. Directions for completing the questionnaire were given and an appointment was made to collect the completed documents. Questionnaires were then collected and returned to the project director. This phase of the study was completed by December 1, 1976.

The next major task was analysis of data. All responses were summarized on data sheets and the combined data for each questionnaire item were cross tabulated by sex. Four sample

groupings resulted: would-be learners, male; would-be learners, female; non-learners, male; and non-learners, female.

The data were further reduced to tabular form for ease of interpretation. The resulting data groupings were then utilized to draw certain conclusions relating to the research questions under investigation. All data were presented as frequencies and percentages; no statistical treatments were carried out. A combination of hand and computer analysis was employed for all data treatments.

POPULATION AND SAMPLE

The geographic area covered by this study included all of Hill County located in Central Texas between the cities of Dallas and Waco. This county had a 1970 population of 22,596. The sample population originally numbered approximately 750, of which 351 persons returned usable questionnaires, for a percentage return of 47.8 percent. Table 1 presents data comparing selected characteristics of the sample group with those of the population as given in the 1970 census data. The sample group was within two percentage points of the actual 1970 census data for sex distribution and was relatively similar to census data for ethnic composition. There were approximately four percent fewer blacks in the sample than in the general population.

Additional sample characteristics are reflected in data summarized in Table 2. For example, most respondents were

TABLE 1

Comparison of Survey Sample
with Hill County Population

Characteristics	Percent Of Population	Percent Of Sample
Sex		
Male	47.7	46.3
Female	52.3	54.7
Race		
White	87.3	88.6
Black	12.7	8.8
Other	0.7	2.6

married (72.9%), were not supporting children at home (51.9%), and were employed at least part-time (69%). Most respondents (61.2%) were thirty-five years of age or older, and fifty-nine percent of those who responded to the question reported family income in excess of $10,000 per year. Over one-fourth of the respondents (27.1%) had earned at least a baccalaureate degree, and only fifteen percent did not have at least a high school diploma. Another nineteen percent of the respondents reported current enrollment in a college.

ANALYSIS OF THE DATA

Data were obtained from the research sample described above and are presented in this section. Presentation of the data illustrates selected characteristics of the sample and describes

TABLE 2

Characteristics of Survey Sample

	LEARNERS (N=257)				NON-LEARNERS (N=94)				TOTAL	
	Male		Female		Male		Female			
	F	%	F	%	F	%	F	%	F	%
SEX	113	32.2	144	41.0	46	13.1	48	13.7	351	100.0
AGE										
Under 25	30	26.5	35	24.3	4	8.7	2	4.2	71	20.2
25 - 29	11	9.7	8	5.6	5	10.9	2	4.2	26	7.4
30 - 34	11	9.7	17	11.8	1	2.2	4	8.3	33	9.4
35 - 44	25	22.1	32	22.2	8	17.4	7	14.6	72	20.5
45 - 54	23	20.4	31	21.5	12	26.1	6	12.5	72	20.5
55+	13	11.5	17	11.8	16	34.8	25	52.1	71	20.2
N.R.	0	0.0	4	2.8	0	0.0	2	4.2	6	1.7
RACE										
White	107	94.7	121	84.0	39	84.8	44	91.7	311	88.6
Black	5	4.4	16	11.1	6	13.0	4	8.3	31	8.8
Lat. Am.	1	0.9	3	2.1	0	0.0	0	0.0	4	1.1
Asian	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nat. Am.	0	0.0	1	0.7	0	0.0	0	0.0	1	0.2
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N.R.	0	0.0	3	2.1	1	2.2	0	0.0	4	1.1
MARITAL STATUS										
Single	26	23.0	16	11.1	4	8.7	4	8.3	50	14.2
Married	83	73.5	109	75.7	37	80.4	27	56.3	256	72.9
Widowed	1	0.9	6	4.2	2	4.3	12	25.0	21	6.0
Divorced	3	2.7	9	6.3	1	2.2	2	4.2	15	4.3
N.R.	0	0.0	4	2.8	2	4.3	3	6.3	9	2.6
NO. OF CHILD.										
One	19	16.8	27	18.8	4	8.7	5	10.4	55	15.7
Two	25	22.1	32	22.2	5	10.9	7	14.6	69	19.7
Three	4	3.5	7	4.9	4	8.7	2	4.2	17	4.8
Four	4	3.5	3	2.1	0	0.0	0	0.0	7	2.0
Five or More	1	0.9	4	2.8	0	0.0	0	0.0	5	1.4
None	51	45.1	66	45.8	33	71.7	32	66.7	182	51.9
N.R.	9	8.0	5	3.5	0	0.0	2	4.2	16	4.6

TABLE 2 (Continued)

	LEARNERS (N=257)				NON-LEARNERS (N=94)				TOTAL	
	Male		Female		Male		Female			
	F	%	F	%	F	%	F	%	F	%
INCOME										
< 3000	18	15.9	16	11.1	3	6.5	9	18.8	46	13.1
3 - 4.9	8	7.1	11	7.6	3	6.5	3	6.3	25	7.1
5 - 6.9	7	6.2	5	3.5	2	4.3	1	2.1	15	4.3
7 - 7.9	2	1.8	3	2.1	1	2.2	0	0.0	6	1.7
8 - 9.9	5	4.4	6	4.2	4	8.7	3	6.3	18	5.1
10 - 14.9	17	15.0	20	13.9	11	23.9	7	14.6	55	15.7
15 - 24.9	25	22.1	31	21.5	6	13.0	4	8.3	66	18.8
> 25	11	9.7	15	10.4	6	13.0	3	6.3	35	10.0
N.R.	20	17.7	37	25.7	10	21.7	18	37.5	85	24.1
EMPLOYED										
Full-time	88	77.9	70	48.6	31	67.4	11	22.9	200	57.0
Part-time	12	10.6	20	13.9	5	10.9	5	10.4	42	12.0
Not Employed	11	9.7	51	35.4	8	17.4	29	60.4	99	28.2
N.R.	2	1.8	3	2.1	2	4.3	3	6.3	10	2.8
ENROLLED IN COLLEGE										
Full-time	18	15.9	11	7.6	-	-	-	-	29	11.3
Part-time	10	8.8	11	7.6	-	-	-	-	21	8.2
NO	83	73.5	122	84.7	-	-	-	-	205	79.8
N.R.	2	1.8	0	0.0	-	-	-	-	2	0.4
AMT. OF EDUCATION										
8 yrs.	3	2.6	10	6.8	-	-	-	-	13	4.9
1-3 yrs. H.S.	12	10.5	15	10.1	-	-	-	-	27	10.2
H.S. Diploma	35	30.7	52	35.1	-	-	-	-	87	32.7
Trade School	2	1.8	10	6.8	-	-	-	-	12	4.5
1 yr. Col.	9	7.9	11	7.4	-	-	-	-	20	7.5
2 yr. Col.	5	4.4	12	8.1	-	-	-	-	17	6.4
2 yr. Col. Deg.	1	0.9	6	4.1	-	-	-	-	7	2.6
3 yr. Col.	7	6.1	4	2.7	-	-	-	-	11	4.1

TABLE 2 (Continued)

	LEARNERS (N=257)				NON-LEARNERS (N=94)				TOTAL	
	Male		Female		Male		Female			
	F	%	F	%	F	%	F	%	F	%
4 yr. Col. Deg.	15	13.2	15	10.1	-	-	-	-	30	11.3
Some Grad.	7	6.1	7	4.7	-	-	-	-	14	5.3
Masters	14	12.3	4	2.7	-	-	-	-	28	10.5
Doctorate	0	0.0	0	0.0	-	-	-	-	0	0.0

conditions related to adult learning.

Would-be Learners

Question number one in the survey instrument (Appendix A) asked: "Is there anything in particular you would like to know more about, or would like to learn how to do better?" Table 2 contains data describing the respondent group which answered "yes" to this question as well as the much smaller group which made a negative response to the question.

A large majority of the research sample (73.2%) indicated a desire to learn; an attitude which was stronger among women (41.0%) than among men (32.1%). Other studies have reported similar results in different parts of the country. Seventy-eight percent of the respondents in a national survey, seventy-seven percent in a survey of St. Louis, Missouri, and sixty-five percent of the respondents in a survey conducted in Southeast Kansas wanted to learn.

Preferred Subjects and Skill Areas

The potential learners identified in this study are interested in learning more about a variety of subjects. Table 3 records responses to questionnaire item two which asks: "Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them?"

The forty-eight possible subjects and skills listed in questionnaire item two may be broadly grouped into six areas of learning. The popularity of these broad areas of learning is expressed in two ways: as the number of subjects within each area selected by each respondent (count per respondent) and as the average frequency (selection rate) with which respondents selected the grouped subjects. The would-be learners of our area expressed interest in learning as follows:

1. Vocational Subjects. Agriculture, architecture, business, commercial art, data processing, cosmetology, education, engineering, trades, journalism, law, management, medicine, dentistry, nursing, sales, and technology.

   Count per Respondent = 2.29

   Average Selection Rate = 34.6

2. Hobbies and Recreation. Crafts, flight training, first aid and safety, sports and games, and travel.

   Count per Respondent = 1.20

   Average Selection Rate = 51.5

TABLE 3

Preferred Subjects and Skill Areas

SUBJECTS	MALE (N=113)		FEMALE (N=144)		TOTAL (N=257)	
	F	%	F	%	F	%
Agriculture	39	34.2	7	4.8	46	17.9
Architecture	19	16.7	4	2.8	23	8.9
Basic Education	11	9.6	25	17.2	36	14.0
Biological Sci.	11	9.6	7	4.8	18	7.0
Business Skills	36	31.6	53	36.6	88	34.2
Child Develop.	8	7.0	46	31.7	54	21.0
Citizenship	9	7.9	9	6.2	18	7.0
Commercial Art	6	5.3	18	12.4	24	9.3
Community Prob.	16	14.0	20	13.8	36	14.0
Data Processing	20	17.5	31	21.4	51	19.8
Consumer Ed.	12	10.5	13	9.0	25	9.7
Cosmetology	4	3.5	18	12.4	22	8.6
Crafts	27	23.7	68	46.9	95	37.0
Creative Writing	7	6.1	18	12.4	25	9.7
Education	10	8.8	24	16.6	34	13.2
Engineering	22	19.3	3	2.1	25	9.7
English	9	7.9	22	15.2	31	12.1
Environment	20	17.5	7	4.8	27	10.5
Fine Arts	11	9.6	47	32.4	58	22.6
Flight Training	16	14.0	9	6.2	25	9.7
Gardening	22	19.3	58	40.0	80	31.1
Great Books	8	7.0	24	16.6	32	12.5

TABLE 3 (Continued)

SUBJECTS	MALE (N=113) F	MALE (N=113) %	FEMALE (N=144) F	FEMALE (N=144) %	TOTAL (N=257) F	TOTAL (N=257) %
Home Repair	47	41.2	32	22.1	79	30.7
Humanities	6	5.3	19	13.1	25	9.7
Trades	25	21.9	6	4.1	31	12.1
Investments	42	36.8	26	17.9	68	26.5
Journalism	5	4.4	7	4.8	12	4.7
Language	17	14.9	36	24.8	53	20.6
Law	23	20.2	22	15.2	45	17.5
Management	23	20.2	21	14.5	44	17.1
Medicine	9	7.9	20	13.8	30	11.7
Dentistry	2	1.8	11	7.6	13	5.1
Nursing	3	2.6	32	22.1	35	13.6
Occult Science	4	3.5	12	8.3	16	6.2
Performing Arts	9	7.9	32	22.1	41	16.0
Psychology	8	7.0	19	13.1	27	10.5
Physical Fitness	33	28.9	52	35.9	85	33.1
Physical Science	5	4.4	3	2.1	8	3.1
Public Affairs	20	17.5	20	13.8	40	15.6
Public Speaking	21	18.4	15	10.3	36	14.0
Religion	17	14.9	36	24.8	53	20.6
Safety	22	19.3	27	18.6	49	19.1
Salesmanship	20	17.5	11	7.6	31	12.1
Sewing	3	2.6	50	34.5	53	20.6

TABLE 3 (Continued)

SUBJECTS	MALE (N=113) F	%	FEMALE (N=144) F	%	TOTAL (N=257) F	%
Social Science	8	7.0	12	8.3	20	7.8
Sports	40	35.1	41	28.3	81	31.5
Technical Skills	28	24.6	7	4.8	35	13.6
Travel	15	13.2	19	13.1	34	13.2
Other	6	5.3	7	4.8	13	5.1

3. Personal Development. Investments, occult science, personal psychology, physical fitness and self defense, public speaking, and religious studies.

   Count per Respondent = 1.11

   Average Selection Rate = 47.5

4. Home and Family. Child development and care, gardening, home repairs and do-it-yourself skills, sewing, and cooking.

   Count per Respondent = 1.03

   Average Selection Rate = 66.5

5. General Education. Adult basic education, biology, English, great books, humanities, languages, physical science, and social science.

   Count per Respondent = 0.87

   Average Selection Rate = 27.9

6. Public Affairs. Citizenship, community problems, consumer education, and environment.

Count per Respondent = 0.41

Average Selection Rate = 26.5

As a group, the respondents were most interested in the subjects and skills having direct vocational relationships. Each respondent, on the average, selected more than two of the subjects listed in this area as a preference for continued learning. Based on the average selection rate, however, the subjects in the home-and-family category were most popular. Over sixty-six respondents (on the average) selected each subject in this category. This compared to average selection rates of 51.5 for the hobbies and recreation group, 47.5 for the personal development subjects, 34.6 for vocational subjects, 27.9 for the general education category, and 26.5 for the public affairs group.

Popularity of individual subjects is reflected by frequency of selection and the percentage of the respondent group selecting each subject. Inspection of Table 3 reveals that at least six subjects were selected by as many as thirty percent of the would-be learners. These subjects are listed below in order of preference.

Subject	Frequency	Percentage
Crafts	95	37.0
Business Skills	88	34.2
Physical Fitness	85	33.1
Sports	81	31.5
Gardening	80	31.1
Home Repairs	79	30.7

Men were most interested in learning more about home repair (41.2%), investments (36.8%), sports and games (35.1%), agriculture (34.2%), business skills (31.6%), and physical fitness (28.9%). On the other hand, women prefer to learn about crafts (46.9%), gardening (40.0%), business skills (36.6%), physical fitness (35.9%), sewing and cooking (34.5%), fine arts (32.4%) and child development (31.7%).

Conditions of Learning

The researchers were most interested in determining the various conditions which might affect adult learning in Hill County. Table 4 provides a summary of responses to several questionnaire items relating to the conditions of learning. For example, question four on the "Survey of Adult Learning" asks: "Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area?" Almost one-third of the respondents (32.3%) answered, "no, credit does not matter". Of the remaining would-be learners, sixty-four percent preferred to have some type of credit for their learning experiences. Thirty-six percent preferred credit in the form of certificates, diplomas, and licenses, while twenty-six percent desired credit toward a recognized degree (AA, BA, or graduate). In our sample, slightly more women (67.3%) than men (60.2%) sought credit for their learning achievements.

Another condition of adult learning investigated in this study was preference for frequency of study. Question five

TABLE 4

Conditions of Learning

	MALE (N=113)		FEMALE (N=144)		TOTAL (N=257)	
	F	%	F	%	F	%
CREDIT						
No	41	36.3	42	29.2	83	32.3
Certificate	22	19.5	33	22.9	55	21.4
H.S. Diploma	1	0.9	5	3.5	6	2.3
License	16	14.2	17	11.8	33	12.8
AA	10	8.8	12	8.3	22	8.6
BA, BS	10	8.8	21	14.6	31	12.1
MA, PhD	8	7.1	7	4.9	15	5.8
Other	1	0.9	2	1.4	3	1.2
No Resp.	4	3.5	5	3.5	9	3.5
FREQUENCY						
1-2 ev/wk.	81	71.7	88	61.1	169	65.8
1-2 aftn/wk.	7	6.2	14	9.7	21	8.2
1-2 morn/wk.	7	6.2	20	13.9	27	10.5
1-2 full days/wk.	3	2.7	6	4.2	9	3.5
1-2 days/weekend	3	2.7	6	4.2	9	3.5
Summer sessions	7	6.2	8	5.6	15	5.8
No Resp.	5	4.4	2	1.4	7	2.7
METHOD OF LEARNING						
Lectures	34	29.8	50	33.8	84	32.7
Conferences	14	12.3	28	18.9	42	16.3
Prvt. Teachers	6	5.3	7	4.7	13	5.1
Discussion	4	3.5	11	7.4	15	5.8
Travel-study	3	2.6	1	0.7	4	1.6
OJT	17	14.9	19	12.8	36	14.0
Corres. Course	4	3.5	7	4.7	11	4.3
TV	2	1.8	1	0.7	3	1.2
Radio	0	0.0	0	0.0	0	0.0
Group Action	5	4.4	3	2.0	9	3.1
Self Study	7	6.1	4	2.7	11	4.3
Other	0	0.0	1	0.7	1	0.4
No Resp.	17	15.0	12	8.3	29	11.3

TABLE 4 (Continued)

	MALE (N=113)		FEMALE (N=144)		TOTAL (N=257)	
	F	%	F	%	F	%
LEARNING CENTER						
High School	1	0.9	5	3.4	6	0.4
2-yr. College	35	31.0	60	41.1	95	37.0
Voc. School	15	13.3	12	8.2	27	10.5
4-yr. College	6	5.3	13	8.9	19	7.4
Grad. School	2	1.8	5	3.4	7	2.7
Adult School	14	12.4	12	8.2	26	10.1
Business Site	4	3.5	2	1.4	6	2.3
Employer	0	0.0	2	1.4	2	0.7
Relg. Group	0	0.0	1	0.7	1	0.4
Community Group	1	0.9	2	1.4	3	1.2
Corres. School	1	0.9	4	2.7	5	1.9
Gov. Agency	1	0.9	0	0.0	1	0.4
Library	0	0.0	2	1.4	2	0.7
Studio	1	0.9	4	2.7	5	1.9
Rec. Group	3	2.7	0	0.0	3	1.2
Indv. Instruction	4	3.5	4	2.7	8	3.1
Home	10	8.8	11	7.5	21	8.2
Other	4	3.5	1	0.7	5	1.9
No Resp.	11	9.7	4	1.4	15	5.8
LENGTH OF STUDY						
6 wks.	29	25.7	49	34.0	78	30.4
3 months	15	13.3	14	9.7	29	11.3
1 semester	18	15.9	22	15.3	40	15.6
2 semesters	11	9.7	20	13.9	31	12.1
3 semesters	1	0.9	2	1.4	3	1.2
2 yrs.	14	12.4	13	9.0	27	10.5
Over 2 yrs.	16	14.2	17	11.8	33	12.8
No Resp.	9	8.0	7	4.9	16	6.2
WILLING TO PAY						
Nothing	4	3.5	12	8.3	16	6.2
25	22	19.5	42	29.2	64	24.9
25 - 50	41	36.3	50	34.7	91	35.4
50 - 100	13	11.5	17	11.8	30	11.7
100 - 200	11	9.7	9	6.3	20	7.8
⁄ 200	14	12.4	9	6.3	23	8.9
No Resp.	8	7.1	5	3.5	13	5.1

asked: "How often would you want to attend classes, training sessions or study on your own?" The largest group of would-be learners (65.8%) preferred to study or attend classes one or two evenings per week. The next most preferred frequency of study was one to two mornings per week, an option selected by only ten percent of the respondents.

A related question inquired about preferred length of study. Questionnaire item number eight asked: "How long would you want to continue your training or study in this area?" About thirty percent preferred to continue study six weeks or less, while another eleven percent would continue learning up to three months. Over fifty-two percent would be willing to spend at least one semester or more studying their preferred subject area. Twenty-three percent of the would-be learners would be willing to continue their learning for a period of two years or more.

Another important condition explored in this study was the method of learning preferred by adults in Hill County. Question six on the survey instrument asked: "There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted?" Data in Table 4 support the following statements related to preferred learning methods. About thirty-two percent of the potential learners preferred to learn by traditional lectures and classes. The remaining respondents selected the following alternatives: conferences (16.3%), private teachers (5.1%), discussion or study groups (5.8%),

travel-study groups (1.6%), on-the-job training (14.0%), correspondence courses (4.3%), television or video cassettes (1.2%), radio or audio cassettes (0.0%), group action projects (3.1%), and self-study (4.3%).

Question number seven focused on a related condition of learning and asked: "There are many places people can go to study or learn. Where would you want to go to learn the area listed first in question 3?" The largest group of respondents (37.0%) indicated that they would select a two-year college as a place to learn. Ten percent of the respondents would prefer to learn at a vocational school, and a similar number indicated a preference for an adult school as a place to learn. The next two most popular learning centers among the potential learners of Hill County are their own homes (8.2%) and a four-year college (7.4%). Nineteen percent of the respondents indicated preferences for a variety of other possible learning centers as listed in Table 4.

Researchers at Hill Junior College wanted to know what would-be learners in Hill County would be willing to pay for the instruction they wanted. Table 4 contains a summary of responses to the following question: "If there were a charge for the course or activity you named in question 3, how much would you be willing to pay?" Most respondents (88.7%) expect to pay for instructional services received. In our area, the largest group of potential learners would be willing to pay between twenty-five and fifty dollars to learn their preferred subject, twelve percent would pay fifty to one hundred dollars,

eight percent would pay one hundred to two hundred dollars, and nine percent would pay over two hundred dollars to obtain the education they seek.

Reasons for Continued Learning

Persons conducting research for this study assumed that area educators and others would want to know the factors motivating adults to seek continued education. To obtain this information, the following question was posed to respondents: "Still thinking of your first choice in Question 3, how important is each of the following reasons to you for wanting to learn this area?" Table 5 lists the percentages of the respondents answering "somewhat important" or "very important" to each of the reasons given for continued learning. The most frequently cited reason for continued learning was to become better informed, for personal enjoyment, and enrichment (85.6%). Next in importance as a motivation for further learning was curiosity and learning for the sake of learning (69.6%). Sixty-three percent reported they would seek additional learning in order to become a more effective citizen, fifty-nine percent in order to be a happier person, and fifty-three percent in order to meet new people. Almost eighty-one percent of the would-be learners listed vocational factors (getting a new job or advancing in a present job) as strong motivation for continued learning. Another forty-two percent cited work toward certification or licensing as the reason for continuing their learning. Over fifty percent wanted to learn in order

TABLE 5

Reasons for Continued Learning

REASONS	MALE (N=113) F	%	FEMALE (N=144) F	%	TOTAL (N=257) F	%
New Job	49	43.4	62	43.1	111	43.2
Adv. Job	50	44.2	47	32.6	97	37.7
Enrich.	93	82.3	127	88.2	220	85.6
Meet People	54	47.8	83	57.6	137	53.3
Requirements	32	28.3	51	35.4	83	32.3
Bet. Parent	49	43.4	84	58.3	133	51.8
Routine	48	42.5	78	54.2	126	49.0
License	46	40.7	62	43.1	108	42.0
Comm. Prob.	54	47.8	73	50.7	127	49.4
Church	45	39.8	66	45.8	111	43.2
Employ. Rqmts.	44	38.9	62	43.1	106	41.2
Citizens	73	64.6	89	61.9	162	63.0
Degree	39	34.5	61	42.4	100	38.9
Culture	47	41.6	67	46.5	114	44.4
Belonging	47	41.6	78	54.2	125	48.6
Curiosity	76	67.3	103	71.5	179	69.6
Happier	63	55.7	90	62.5	153	59.5
Solve Prob.	41	36.3	53	36.8	94	36.6
Pers. Prob.	28	24.8	43	29.9	71	27.6
Spiritual	37	32.7	65	45.1	102	39.7
Other	9	8.0	5	3.5	14	5.4

to be a better parent, husband, or wife. Other important reasons for adult learning include to better understand community problems (49.4%), getting away from the routine of daily living (49.0%), to feel a sense of belonging (48.6%), to learn more about their background and culture (44.4%), and to be able to better serve their church (43.2%).

Obstacles to Continued Learning

Researchers for this study were concerned to discover any barrier which might discourage adults in Hill County from continued learning. Questionnaire item eleven on the "Survey of Adult Learning" asked: "Many things stop people from taking a course of study or learning a skill. Check all those listed below that you feel are important in keeping you from learning what you want to learn." Responses to this item are presented in Table 6.

The most frequently cited obstacles to learning in this study included lack of time (60.3%), hesitancy to attend school full-time (38.1%), home responsibilities (37.4%), job responsibilities (36.6%), and cost (34.2%). Other access barriers listed by the would-be learners were time required to complete a program (27.2%), inconvenient scheduling of desired courses (22.2%), attendance requirements (17.1%), desired courses are not available (15.6%), and fear of being too old (15.2%).

Time, home responsibilities, cost, dislike of full-time schooling, and job responsibilities headed the list of barriers perceived by female respondents. Factors perceived by males to

TABLE 5

Obstacles To Learning

Obstacles	MALE (N=113) F	%	FEMALE (N=144) F	%	TOTAL (N=257) F	%
Cost	26	22.8	62	41.9	88	34.2
Time	72	63.2	83	56.1	155	60.3
Length of Prgm.	33	28.9	37	25.0	70	27.2
No Credit	5	4.4	9	6.1	14	5.4
Attend. Rqmts.	23	20.2	21	14.2	44	17.1
What to Learn	6	5.3	9	6.1	15	5.8
Place	4	3.5	7	4.7	11	4.3
Child Care	1	0.9	19	12.8	20	7.8
Schedule	26	22.8	31	20.9	57	22.2
Full Time	38	33.3	60	40.5	98	38.1
No Info.	18	15.8	13	8.8	31	12.1
Trans.	3	2.6	7	4.7	10	3.9
Red Tape	6	5.3	2	1.4	9	3.5
Ambitious	1	0.9	4	2.7	5	1.9
Idea	1	0.9	5	3.4	6	2.3
Home Resp.	25	21.9	71	48.0	96	37.4
Job Resp.	46	40.4	48	32.4	94	36.6
Lack Energy	6	5.3	20	13.5	26	10.1
Too Old	15	13.2	24	16.2	39	15.2
Lack Conf.	8	7.0	17	11.5	25	9.7
Requirements	2	1.8	8	5.4	10	3.9

TABLE 6 (Continued)

Obstacles	MALE (N=113) F	%	FEMALE (N=144) F	%	TOTAL (N=257) F	%
Available Courses	18	15.8	22	14.9	40	15.6
Don't Enjoy	17	14.9	9	6.1	26	10.1
Tired of School	12	10.5	10	6.8	22	8.6
Other	1	0.9	3	2.0	4	1.6

be important barriers to education include time, job responsibilities, dislike for full-time schooling, length of program, inconvenient scheduling of courses, and cost.

Preferred Sources of Educational Advice

Assuming that the amount of educational information and the quality of educational advice available might influence the delivery of learning opportunities in Hill County, the researchers asked: "People often need information and advice before beginning a course of study or during a course. With whom, if anybody, would you discuss each of the matters listed below?" The responses to this question are presented in summary form in Table 7.

For information and advice concerning the availability of educational programs, most respondents (66.5%) would prefer

TABLE 7

Educational Advice

	MALE (N=113)		FEMALE (N=144)		TOTAL (N=257)	
	F	%	F	%	F	%
Avail. of Ed. Prgms.						
Sch. or Col. Couns.	74	65.5	97	66.4	171	66.5
Soc. Couns.	9	8.0	2	1.4	11	4.3
Employer	1	0.9	4	2.7	5	1.9
Friends or Fam.	5	4.4	17	11.6	22	8.6
No One	7	6.2	12	8.2	19	7.4
No Response	17	15.0	14	9.6	31	12.1
Pay for Studies						
Sch. or Col. Couns.	36	31.9	42	28.8	78	30.4
Soc. Couns.	5	4.4	6	4.1	11	4.3
Employer	3	2.7	0	0.0	3	1.2
Friends or Fam.	21	18.6	53	36.3	74	28.8
No One	24	21.2	21	14.4	45	17.5
No Response	24	21.2	24	16.4	48	18.7
Enrollment Proc.						
Sch. or Col. Couns.	85	75.2	104	71.2	189	73.5
Soc. Couns.	4	3.5	1	0.7	5	1.9
Employer	1	0.9	2	1.4	3	1.2
Friends or Fam.	3	2.7	11	7.5	14	5.4
No One	3	2.7	3	2.1	6	2.3
No Response	17	15.0	25	17.1	42	16.3
Plan Degree						
Sch. or Col. Couns.	71	62.8	92	63.0	163	63.4
Soc. Couns.	4	3.5	2	1.4	6	2.3
Employer	1	0.9	0	0.0	1	0.4
Friends or Fam.	0	0.0	4	2.7	4	1.6
No One	16	14.2	14	9.6	30	11.7
No Response	21	18.6	34	23.3	55	21.4

TABLE 7 (Continued)

	MALE (N=113)		FEMALE (N=144)		TOTAL (N=257)	
	F	%	F	%	F	%
Select Course						
Sch. or Col. Couns.	50	44.2	83	56.8	133	51.8
Soc. Couns.	3	2.7	1	0.7	4	1.6
Employer	3	2.7	2	1.4	5	1.9
Friends or Fam.	14	12.4	13	8.9	27	10.5
No One	18	15.9	13	8.9	31	12.1
No Response	25	22.1	34	23.3	59	23.0
Study Habits						
Sch. or Col. Couns.	50	44.2	72	49.3	122	47.5
Soc. Couns.	4	3.5	1	0.7	5	1.9
Employer	2	1.8	0	0.0	2	0.8
Friends or Fam.	13	11.5	14	9.6	27	10.5
No One	12	10.6	20	13.7	32	12.5
No Response	32	28.3	39	26.7	71	27.6
Employment Poss.						
Sch. or Col. Couns.	34	30.1	41	28.1	75	29.2
Soc. Couns.	8	7.1	11	7.5	19	7.4
Employer	32	28.3	39	26.7	71	27.6
Friends or Fam.	4	3.5	3	2.1	7	2.7
No One	9	8.0	11	7.5	20	7.8
No Response	26	23.0	41	28.1	67	26.1
Uses of Study						
Sch. or Col. Couns.	40	35.4	60	41.1	100	38.9
Soc. Couns.	6	5.3	6	4.1	12	4.7
Employer	20	17.7	18	12.3	38	14.8
Friends or Fam.	10	8.8	15	10.3	25	9.7
No One	5	4.4	4	2.7	9	3.5
No Response	32	28.3	43	29.5	75	29.2

to go to a school or college counselor. Preferences for advice and information on paying for studies were more

equally divided. Thirty percent of the respondents would go to school or college counselors and twenty-nine percent would seek advice from friends and family. Nineteen percent of the respondents would not seek advice regarding payment for desired studies.

Relative to enrollment procedures (73.5%), planning a degree program (63.4%), selecting a course (51.8%), and improving study habits (47.5%) most would-be learners would prefer to consult a school or college counselor for information and advice. When seeking information concerning employment possibilities as a result of training, thirty-seven percent would consult a school, college or social counselor; twenty-eight percent would go to an employer; three percent would consult friends or family, and eight percent would ask no one. For determining the possible uses of newly acquired learning or skills, forty-three percent would consult counselors, fifteen percent would seek the advice of employers, ten percent would ask friends or family, and four percent would seek no advice.

Judged on the basis of how frequently respondents indicated they would seek advice from no one, men seem to be more independent than women with regard to selecting a course of study, uses of learning and skills, paying for studies, and degree planning. On the other hand, women appear more independent regarding the factors of improving study habits and the availability of educational programs. Relative independence is about equal for men and women regarding employment possibilities

and enrollment procedures.

Attitudes of Respondents Toward Hill Junior College

One of the purposes of this study was to determine how the respondents felt about Hill Junior College, and several questionnaire items were included to determine community attitudes. Table 8 provides a summary of participant responses to each of these questions.

Question twenty-four asked: "Do you feel the area needs a community junior college such as Hill Junior College?" Most respondents (88.0%) felt the college was "very valuable" to the area. Another eight percent believed the college to be of moderate value, and only slightly more than three percent could see little or no value in the college. The would-be learners were slightly more likely to see value in the college than the non-learners (96.9% as compared to 93.6%), and among the would-be learners, slightly more favorable attitudes were held by women (98.0%) than men (95.6%).

Respondents were also asked to respond to this question: "How well informed do you feel about Hill Junior College?" Another question was closely related: "Where do you get most of your information about Hill Junior College?" Seventy-four percent of the group sampled felt at least adequately informed about the college; however, one of every four respondents considered themselves only poorly informed or not informed at all. As might be expected, fewer of the non-learners felt adequately informed than of the would-be learners (63.8% as

TABLE 8

Attitudes of Respondents Toward
Hill Junior College

	LEARNERS (N=257)				NON-LEARNERS (N=94)				TOTAL (N=351)	
	Male (N=113)		Female (N=144)		Male (N=46)		Female (N=48)			
	F	%	F	%	F	%	F	%	F	%
VALUE OF COLLEGE										
Very Val.	92	81.4	135	93.8	40	87.0	42	87.5	309	88.0
Mod. Val.	16	14.2	6	4.2	4	8.7	2	4.2	28	8.0
Little Val.	2	1.8	2	1.4	0	0.0	1	2.1	5	1.4
No Val.	2	1.8	1	0.7	1	2.2	3	6.3	7	2.0
No Resp.	1	0.9	0	0.0	1	2.2	0	0.0	2	0.6
INFORMED										
Very Well	28	24.8	43	29.9	7	15.2	9	18.8	87	24.8
Adequate	55	48.7	73	50.7	25	54.3	19	39.6	172	49.0
Poorly	25	22.1	28	19.4	10	21.7	11	22.9	74	21.1
Not Informed	3	2.7	0	0.0	3	6.5	7	14.6	13	3.7
No Resp.	2	1.8	0	0.0	1	2.2	2	4.2	5	1.4
INFORMATION SOURCE										
Newspaper	20	17.7	24	16.7	14	30.4	18	37.5	76	21.7
Radio	1	0.9	3	2.1	0	0.0	0	0.0	4	1.1
T.V.	0	0.0	1	0.7	0	0.0	0	0.0	1	0.3
College Pub.	4	3.5	9	6.3	0	0.0	0	0.0	13	3.7
College Students	23	20.4	17	11.8	3	6.5	3	6.3	46	13.1
Friends	23	20.4	18	12.5	2	4.3	3	6.3	46	13.1
None	2	1.8	5	3.5	5	10.9	4	8.3	18	5.1
No Resp.	40	35.4	67	46.5	22	47.8	20	41.7	149	42.5

TABLE 8 (Continued)

	LEARNERS (N=257)				NON-LEARNERS (N=94)				TOTAL (N=351)	
	Male (N=113)		Female (N=144)		Male (N=46)		Female (N=48)			
	F	%	F	%	F	%	F	%	F	%
OFFICIAL REACTION										
Understand	51	45.1	71	49.3	20	43.5	20	41.7	162	46.2
Pass-the-buck	9	8.0	5	3.5	2	4.3	5	10.4	21	6.0
Ignore Me	2	1.8	0	0.0	0	0.0	1	2.1	3	0.9
Don't Know	51	45.1	65	45.1	21	45.7	21	43.8	158	45.0
NO Response	0	0.0	3	2.1	3	6.5	1	2.1	7	2.0
SATISFIED										
Yes	98	86.7	132	91.7	42	91.3	41	85.4	313	89.2
No	6	5.3	7	4.9	2	4.3	5	10.4	20	5.7
No Response	9	8.0	5	3.5	2	4.3	2	4.2	18	5.1
IMPROVEMENTS										
Dormitory	55	48.7	81	55.5	24	57.1	28	54.9	188	53.6
Library	26	23.0	29	19.9	9	21.4	8	15.7	72	20.5
Sports	39	34.5	22	15.1	13	31.0	7	13.7	81	23.1
Adult Courses	40	35.4	66	45.2	10	23.8	9	17.6	125	35.6
Off-Campus Courses	18	15.9	28	19.2	5	11.9	4	7.8	55	15.7
Voc. Tec. Courses	55	48.7	55	37.7	17	40.5	17	33.3	144	41.0
Women's Courses	4	3.5	31	21.2	0	0.0	5	9.8	40	11.4
Curriculum	38	33.6	23	15.8	7	16.7	5	9.8	73	20.8
Other	29	8.0	10	6.8	2	4.8	0	0.0	51	14.5

opposed to 77.4%). Of those responding to the question (42.5% failed to respond) thirty-eight percent reported that the newspaper was their main source of information about the college. In our community however, word-of-mouth communication seems to be the best source of information about the college (22.8% each for students and friends). Radio (1.1%), television (0.3%), and college publications (3.7%) hardly seem to be significant sources of information about the college. Almost one of every ten respondents (8.9%) reported they had no source of information for learning about the college.

Question twenty-seven on the"Survey of Adult Learning" asked: "If you were concerned about a problem at the college and contacted the appropriate officials, how do you think they would react?" Forty-five percent said they "did not know how the officials would react," but the largest group (46.2%) said the officials "would understand and try to help." Only six percent said the officials would "pass-the-buck," and one percent felt they would be ignored by the college officials.

Participants in this study were asked to respond to this question: "In general, are you satisfied with the service Hill Junior College is giving the area?" The overwhelming majority of the respondents (89.2%) answered "yes" to this question. Only about six percent of the sample indicated dissatisfaction with the service provided by the college.

Item number twenty-nine on the research questionnaire inquired: "If money were no object, what improvements would you recommend for Hill Junior College?" The respondents ranked

the available choices in this order: a dormitory (53.6%), more vocational-technical courses (41.0%), more adult courses (35.6%), more sports (23.1%), better curriculum (20.8%), better library (20.5%), more off-campus courses (15.7%), and women's courses (11.4%).

SUMMARY OF FINDINGS

The data presented in the previous section of this report appear to support a number of findings which will be summarized below. These findings will be presented in the sequence utilized for analysis of the data and will be discussed under these headings: the would-be learners, preferred subjects and skill areas, conditions of learning, reasons for continued learning, obstacles to continued learning, preferred sources of educational advice, and attitudes of respondents to Hill Junior College.

The Would-be Learners

Results of this study confirm that the number of would-be learners in Hill County is relatively large. Generalizing the findings of the study to the total population of the county would indicate that the potential learners (73.2% of the population over eighteen) may number between eleven and twelve thousand people. About forty-seven hundred of these potential learners would be women and another thirty-seven hundred or so would be men. About eighty-six hundred of the would-be learners should be married; about half of these couples can be expected

to have no children; and the other half of the couples will have no more than two children.

Preferred Subjects and Skill Areas

This study clearly demonstrated that the learning interests of people in Hill County is quite diverse. Crafts, business skills, physical fitness, sports, gardening, and home repairs are the most popular subjects among residents of the county. The larger areas of home and family, personal development, hobbies, and vocational subjects rate high in the general public's interest.

Conditions of Learning

Most of the potential learners of Hill County will want to receive some type of credit for their experiences. This credit may take the form of certification, licensing, or the granting of a degree, but any future delivery system for the continued education of adults in our area will need to provide recognition for learning. In addition, most learners will prefer to study one or two nights per week in blocks of time which are one semester or less in length. Apparently, the would-be learner in Hill County will feel most comfortable learning in traditional lectures, classes, and conferences. The junior college and vocational school will serve most potential learners as an acceptable learning center, and almost all of them will expect to pay at least $25.00 for their learning experience with some expecting to pay two-hundred

dollars or more for their learning.

Reasons for Continued Learning

Most potential learners in Hill County have very personal reasons for seeking additional learning. They want to be better informed, and they see learning as a source of personal enjoyment and enrichment. In addition, they seek additional learning out of curiosity and for its own sake. Others hope to become better citizens, happier people, and to gain new friends. Many will use new knowledge and skills to gain a new job or to advance in their present work. Still others see learning as a means to become better parents and marriage partners, while some will want a better understanding of community problems, an escape from the daily routine, and to gain a sense of belonging.

Obstacles to Continued Learning

Several access barriers were identified among the would-be learners of Hill County. The more important of these included lack of time, dislike of full-time schooling, home and job responsibilities, and cost.

Preferred Sources of Educational Advice

The traditional school, college, or social counselor is the most acceptable source for educational information and advice in our area. Only on specific questions such as the cost of learning and the employment potential of new skills are people likely to seek advice elsewhere.

Attitudes Toward Hill Junior College

This study demonstrates conclusively that the attitudes of Hill County residents toward Hill Junior College are very good. Almost all of the respondents agreed that the college is a valuable asset to the area. Three-fourths of the residents appear to be adequately informed about the college, and they get most of their information from the newspaper, college students, and friends. Public confidence in the officials of Hill Junior College also appears to be relatively high, especially so in view of the current popular mistrust of all public officials. Moreover, there is widespread agreement that the college is providing satisfactory service to the area. A dormitory, more vocational and technical courses, and more adult courses seem to be the improvements in the college which most people would support.

CONCLUSIONS AND RECOMMENDATIONS

The director of this research project believes that this study strongly supports the following conclusions.

1. That several thousand persons in Hill County desire to obtain additional learning, but are not being adequately served by the current programs and institutions available to them.

2. That there are identifiable barriers to learning, that, if removed, would allow much greater access to continued education for the residents of Hill County.

3. That there now exists enough information as a result of this study to design a delivery system which can make educational services available and acceptable to a much greater segment of the public.

4. That the residents of Hill County have enough confidence in Hill Junior College to look to it as the most likely institution to deliver additional educational services.

In addition to these basic conclusions, the author also believes that the research findings of this study call for a variety of actions by Hill Junior College. To be specific, the researcher makes the following recommendations for institutional action.

1. That Hill Junior College should move quickly to increase the comprehensiveness of learning opportunities for both traditional and non-traditional students. Particular attention should be given to developing learning opportunities in areas related to home and family matters, personal development, hobbies and crafts, and vocational skills.

2. That Hill Junior College should begin now to design a delivery system which will minimize or eliminate as many of the potential barriers to continued adult learning as possible. Specifically, the system will need to make learning available in a time-efficient, less than full-time schedule that utilizes evening hours and other non-traditional times. Learning activities which avoid conflicts with, or else are compatible with the home and job responsibilities of most potential learners, will have to be designed.

3. That Hill Junior College should commit resources to provide a flexible program of learning opportunities designed for the potential learners identified in this report. Some suggestions for accomplishing this goal are listed below.

a. Off-Campus Instruction may utilize a library, an industrial site, a store front, a high school or even an apartment complex. In any case, the instructor(s) usually travel from a campus to meet a class at the off-campus location. Qualified local instructors are also often employed. This type of instruction costs about the same as on-campus, in-class instruction, but has the advantage of taking the learning opportunities to the students.

b. Self-Directed Learning opportunities are designed to individualize student learning through the development of a unique learning contract. The learning contract is mutually developed by a teacher and a student. The contract specifies the course outcomes, the learning activities which must be completed by the student and the teacher and the nature and dates of the course evaluations. When the contract is completed, the teacher makes grade and credit awards based on successful achievement. This type of instruction costs about the same as on-campus, in-class instruction, and it is not limited to rigid time and location constraints.

c. Correspondence Study. Under this mode of operation, students usually receive lesson materials through the mail. These materials are completed by the student, mailed in for evaluation, evaluated by a teacher and returned to the students.

When the lessons have been completed and evaluated, the student usually takes a comprehensive examination. Grade and credit awards are based on student achievement as measured by lessons completed and the examination(s). This type of instruction usually costs a little less than on-campus, in-class instruction.

d. Short Term Workshops, Conferences, and Seminars could be used. These activities have the advantage of providing the learner with a total immersion experience in the concept(s) to be learned. These intense experiences are usually highly motivating and often produce results (achievement) not easily matched by other learning arrangements. These instructional modes usually cost about the same as on-campus, in-class instruction.

e. Packaged Learning Materials might be used, although this study indicates there might be some learner resistance. Packages usually contain audio-visual materials, printed materials, learning activities and practice materials. Credit and grades are awarded by demonstrated competency through testing. This mode of operation has many advantages in that each student moves at an individual rate and most students achieve at a higher level. The cost of this type of instruction is less than on-campus, in-class instruction.

f. Television Instruction has been used in several metropolitan areas with success. However, the evidence indicates that interest in TV instruction in our area may not be strong. At this time, quite a few quality TV courses are available from several national agencies. Otherwise, costs for

developing programs are quite high. At the present time, we are providing seven or eight liberal arts courses over KERA, Channel 13. This program, provided through the cooperation of Dallas County Community College District, is not reaching a large number of participants.

g. Amplified Telephone Instruction is a successful technique which has been used by many colleges. This mode of instruction allows the teacher to address groups of students at distant locations. The system is usually two-way so that students can ask questions. The cost of this instruction is about the same as the cost of on-campus, in-class instruction.

h. Individualized Learning is used by some community colleges as a most flexible mode of instruction. Under this mode, students may register any day of the year and, of course, may graduate (or drop out) any day of the year. Each course is available in a packaged format. Instructors and instructor aides remain in their academic or skill area, helping students as necessary as they proceed thorugh their course(s). When students achieve the requirements of a course unit or the entire course, the instructor validates this achievement for appropriate credit. Student achievement under this operational mode may result from on-campus and/or off-campus learning. Individualized instructional costs are about the same as on-campus, in-class costs.

i. On-the-Job education may involve a cooperative arrangement between a college and a business or industry. Or it may involve the utilization of an adjunct instructor who

possesses the unique background required to assist students in the learning of specified competencies. In either case, on-the-job learning is appropriate for many non-traditional learners. Moreover, a large percentage of the respondents indicated a preference for this mode of learning. The costs of such instruction is probably about the same as on-campus, in-class instruction.

4. That Hill Junior College should make every effort to retain the high level of community support and goodwill identified in this study. This study indicates that the following actions are likely to bring the desired results:

a. Keep the public informed. The best media for informing the community about Hill Junior College will be the newspaper, college students and radio.

b. The college's own publications could be made more effective. At present, they appear to do little to keep the public informed.

c. Since school and college counselors are held in high regard in our area, these professionals should be utilized as sources of advice and information about Hill Junior College. These counselors should be kept fully informed about the programs and activities of the college in order to provide the best educational advice to their clients.

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APPENDIX A

SURVEY OF ADULT LEARNING

H I L L J U N I O R C O L L E G E

Box 619 Hillsboro, Texas 76645

817 582-2555

SURVEY

OF

ADULT LEARNING

The purpose of this survey is to find out what kinds of things adults in our area would like to learn outside of full-time schooling.

There are many explorations now going on to find ways of bringing education to more and more people. Your answers to this questionnaire will help us in making recommendations to educators, government officials, and business men regarding wider opportunities for learning for all adults.

You were chosen as part of a carefully selected sample of area adults. Your answers, therefore, are very important in making the survey results as accurate as possible.

In responding to this survey, you will be asked to check (✔) one or more choices for about 30 questions. The questions are easy to answer, and the survey should take only a short time to complete.

The information you give will be held in the strictest confidence. Your own answers will not be identified in any way.

Thank you for your cooperation.

Acknowledgements

This questionnaire has been adapted and is used with the permission of Educational Testing Service, Princeton, New Jersey. ETS developed the original instrument for use in a national survey for the Commission on Non-Traditional Study. The questionnaire has since been reproduced as an appendix in the book, Planning Non-Traditional Programs, published in March, 1974, by Jossey-Bass, Inc.

1. Is there anything in particular that you would like to know more about, or would like to learn how to do better? (please check one)

_____yes
_____no

If you answered YES, please complete all items. If you answered NO, please turn to item number 16 and complete the remaining items.

2. Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them? (check all that apply)

_____ 1. Agricultural subjects, farming
_____ 2. Architecture
_____ 3. Adult basic education, such as reading, basic math
_____ 4. Biological Science
_____ 5. Business skills

_____ 6. Child development and Child care
_____ 7. Citizenship, Americanization
_____ 8. Commercial Art
_____ 9. Community problems such as housing, jobs, etc.
_____10. Computers and data processing

_____11. Consumer education
_____12. Cosmetology, hair dressing, barbering
_____13. Crafts, such as woodworking, weaving, knitting, painting, etc.
_____14. Creative writing: writing letters, short stories, poetry, etc.
_____15. Education

_____16. Engineering: civil, electrical, mechanical, etc.
_____17. English
_____18. Environment, pollution, conservation
_____19. Fine Arts: music, drama, sculpture, painting
_____20. Flight training, ground school

_____21. Gardening: vegetable, flower, lawns
_____22. Great Books
_____23. Home repairs and do-it-yourself skills
_____24. Humanities: literature, history, geography, etc.
_____25. Trades: such as printing, masonry, plumbing, construction

_____26. Investments, such as money, finance
_____27. Journalism
_____28. Languages, such as French, German, Spanish
_____29. Law
_____30. Management skills, such as business administration, hotel management

_____31. Medical technology, such as x-ray technician, dental assistant
_____32. Medicine, Dentistry
_____33. Nursing
_____34. Occult Sciences, such as astrology, tarot
_____35. Performing arts, such as dance, music, drama

_____36. Personal psychology, such as encounter groups
_____37. Physical fitness and self defense, such as exercises, karate
_____38. Physical sciences, such as physics
_____39. Public affairs, such as current events, world problems
_____40. Public speaking

_____41. Religious studies, such as Bible, world religious
_____42. Safety, such as first aid, water safety
_____43. Salesmanship
_____44. Sewing, cooking
_____45. Social sciences, such as ethnic studies, economics, government

_____46. Sports and games, such as golf, bridge, swimming, boating
_____47. Technical skills, such as auto mechanics, T.V. repair, drafting
_____48. Travel, foreign lands
_____49. Other, please specify_____

3. Of the areas listed in question 2, which would you <u>most</u> <u>like</u> to study or learn? Please write in the names or numbers of your first, second, and third choices in the spaces below.

First Choice_____
Second Choice_____
Third Choice_____

<u>Please answer questions 4 through 10 by thinking about the area you listed first in question 3</u>.

4. Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area? (Check one of the following)

_____ 1. No, doesn't matter, don't care
_____ 2. Certificate of satisfactory completion
_____ 3. Credit toward high school diploma
_____ 4. Credit toward skill certificate or license
_____ 5. Credit toward a two-year college degree (AA)
_____ 6. Credit toward a four-year college degree (BA,BS)
_____ 7. Credit toward an advanced degree (MA,PhD)
_____ 8. Other, please specify_____
_____

5. How often would you want to attend classes, training sessions, or study on your own? (check only one)

_____ 1. One or two evenings per week
_____ 2. One or two afternoons per week
_____ 3. One or two mornings per week
_____ 4. One or two full days per week
_____ 5. One or two weekend days
_____ 6. Summer sessions

6. There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted? (Check the one which best describes how you would like to study this field.)

_____ 1. Lectures or classes
_____ 2. Short term conferences, institutes, workshops
_____ 3. Individual lessons from a private teacher
_____ 4. Discussion groups, informal book club, or study group
_____ 5. Travel-study program

_____ 6. On-the-job training, internship
_____ 7. Correspondence course
_____ 8. T.V. or video cassettes
_____ 9. Radio, records, or audio cassettes
_____10. Work on a group action project

_____11. Study on my own, no formal instruction
_____12. Other, please specify_____
_____

7. There are many places people can go to study or learn. Where would you want to go to learn the area you listed first in question 3? (Check only one)

_____ 1. High school, day or evening
_____ 2. Two year community junior college
_____ 3. Vocational, trade, technical, or business school
_____ 4. Four-year college or university
_____ 5. Graduate school
_____ 6. Special school for adult education
_____ 7. Business or industrial site
_____ 8. Employer
_____ 9. Religious institution or group
_____10. Community or social organization, such as YMCA

_____11. Correspondence school
_____12. Government agency (federal, state, or local)
_____13. Library or other cultural institution such as a museum
_____14. Fine or performing arts or crafts studio
_____15. Recreational or sports groups

_____16. Individual instructor
_____17. Home
_____18. Other, please specify_____
_____

8. How long would you want to continue your training or study in this area? (Check only one)

_____ 1. Six weeks or less
_____ 2. Three months
_____ 3. One semester (4 1/2 months)
_____ 4. Two semesters
_____ 5. Three semesters
_____ 6. Two years
_____ 7. Over two years

9. Still thinking of your first choice in Question 3, how important is each of the following reasons to you for wanting to learn the area? Respond in columns A, B, or C for each reason listed below. (Please check one blank in each row)

	A not important	B somewhat important	C very important
1. Help get a new job	____	____	____
2. Help to advance in present job	____	____	____
3. Become better informed, personal enjoyment, and enrichment	____	____	____
4. Meet new people	____	____	____
5. Meet requirements for getting into an educational program	____	____	____
6. Be a better parent, husband, or wife	____	____	____
7. Get away from the routine of daily living	____	____	____
8. Work toward certification or licensing	____	____	____
9. Better understand community problems	____	____	____
10. Be better able to serve my church	____	____	____
11. Meet the requirements of my employer, profession, or someone in authority	____	____	____
12. Become a more effective citizen	____	____	____
13. Work toward a degree	____	____	____
14. Learn more about my own background and culture	____	____	____
15. Feel a sense of belonging	____	____	____
16. Curiosity, learn for the sake of learning	____	____	____
17. Become a happier person	____	____	____
18. Work toward solutions of problems such as discrimination and pollution	____	____	____
19. Get away from personal problems	____	____	____
20. Improve my spiritual well-being	____	____	____
21. Other_____	____	____	____

10. If there were a charge for the course or activity you named in Question 3, how much would you be willing to pay? (Check only one)

_____ 1. Nothing, would not pay
_____ 2. Less than $25
_____ 3. Between $25 and $50
_____ 4. Between $50 and $100
_____ 5. Between $100 and $200
_____ 6. More than $200

11. Many things stop people from taking a course of study or learning a skill. Check all those listed below that you feel are important in keeping you from learning what you want to learn.

_____ 1. Cost, including books, learning materials, child care, transportation, as well as tuition
_____ 2. Not enough time
_____ 3. Amount of time required to complete program
_____ 4. No way to get credit for a degree
_____ 5. Strict attendance requirements

_____ 6. Don't know what I'd like to learn or what it would lead to
_____ 7. No place to study or practice
_____ 8. No child care
_____ 9. Courses I want aren't scheduled when I can attend
_____10. Don't want to go to school full-time

_____11. No information about places or people offering what I want
_____12. No transportation
_____13. Too much red tape in getting enrolled
_____14. Hesitate to seem too ambitions
_____15. Friends or family don't like the idea

_____16. Home responsibilities
_____17. Job responsibilities
_____18. Not enough energy and stamina
_____19. Afraid that I'm too old to begin
_____20. Low grades in the past, not confident of my ability

_____21. Don't meet requirements to begin program
_____22. Courses I want don't seem to be available
_____23. Don't enjoy studying
_____24. Tired of going to school, tired of classrooms
_____25. Other, describe_____
_____

12. Check the one item below that shows the amount of formal education you have had.

_____ 1. Eight years of school or less
_____ 2. One to three years of high school
_____ 3. High School diploma
_____ 4. Business or trade school
_____ 5. One year of college

_____ 6. Two years of college
_____ 7. Two-year college degree
_____ 8. Three years of college
_____ 9. Four-year college degree
_____10. Some graduate or professional school

_____11. First post graduate degree (law degree, MA, MSW)
_____12. Doctorate degree (PhD, MD, EdD)

13. People often need information and advice before beginning a course of study or during a course. Some people find it most helpful to talk with professional counselors at a school or college or at a community, government, or social agency. Others would rather talk with employers, friends, or members of their family. With whom, if anybody, would you discuss each one of the matters listed below? Respond in Columns A, B, C, D, or E for each kind of problem. Please check one space in each row.

	A Counselor at a school or college	B Counselor at social, government or community agency	C Employer	D Friends or family	E Nobody
Availability of educational programs	_____	_____	_____	_____	_____
Paying for studies	_____	_____	_____	_____	_____
Enrollment procedures	_____	_____	_____	_____	_____
Planning a degree program	_____	_____	_____	_____	_____
Choosing a course	_____	_____	_____	_____	_____
Improving study habits or techniques	_____	_____	_____	_____	_____
Employment possibilities as a result of training	_____	_____	_____	_____	_____
Uses of training or study	_____	_____	_____	_____	_____
Other, please describe					
_____	_____	_____	_____	_____	_____

14. Are you enrolled in school or college at the present time?

_____ 1. Yes, full-time
_____ 2. Yes, part-time (half-time or less)
_____ 3. No

15. Here are some reasons people have given for not taking more courses or instruction. Check all those reasons that apply to you.

_____ 1. I'd be interested in taking some type of course, but there's nothing like that available around here.
_____ 2. The courses I've heard about sound pretty dull.
_____ 3. I can learn all I need to know without taking courses to do it.
_____ 4. I'm much to busy with other things right now, and just wouldn't have the time.
_____ 5. I'm interested in a lot of things, but I really don't enjoy studying.

_____ 6. Right now, I just couldn't afford it.
_____ 7. I've never thought about taking a special course.
_____ 8. Other, please describe_____

_____

For statistical purposes only, we need to know something about your background.

16. Indicate your sex

_____ 1. Female
_____ 2. Male

17. Your age

_____ 1. Under 25
_____ 2. 25-29
_____ 3. 30-34
_____ 4. 35-44
_____ 5. 45-54
_____ 6. 55 and over

18. Your race

_____ 1. White
_____ 2. Black, Negro
_____ 3. Latin-American, Chicano
_____ 4. Asian, Oriental
_____ 5. Native American, American Indian
_____ 6. Other, please specify

_____

19. What is your marital status?

_____ 1. Single
_____ 2. Married
_____ 3. Widowed
_____ 4. Divorced, separated

20. How many children, 17 years or younger, do you have?

_____ 1. One
_____ 2. Two
_____ 3. Three
_____ 4. Four
_____ 5. Five or more
_____ 6. None

21. Approximately what was the combined income of you and your spouse (if married) last year (before taxes)?

_____ 1. Less than $3,000
_____ 2. $3,000 to $4,999
_____ 3. $5,000 to $6,999
_____ 4. $7,000 to $7,999
_____ 5. $8,000 to $9,999
_____ 6. $10,000 to $14,999
_____ 7. $15,000 to $24,999
_____ 8. $25,000 and over

22. Did you have any paid job as of September 15, 1976?

_____ 1. Yes, full-time job
_____ 2. Yes, a part-time job
_____ 3. No

23. Where do you reside?

_____

_____

We are also interested in knowing how you feel about Hill Junior College on a number of important points.

24. Do you feel the area needs a community junior college such as Hill Junior College? (Check one)

_____ 1. Very valuable to the area
_____ 2. Moderately valuable to the area
_____ 3. Of little value to the area
_____ 4. Of no value at all to the area

25. How well informed do you feel about Hill Junior College?

_____ 1. Very well informed
_____ 2. Adequately informed
_____ 3. Poorly informed
_____ 4. Not informed at all

26. Where do you get most of your information about Hill Junior College?

_____ 1. Newspaper
_____ 2. Radio
_____ 3. T.V.
_____ 4. College publications and announcements
_____ 5. College students
_____ 6. Through neighbors, friends, or relative
_____ 7. Don't get any

27. If you were concerned about a problem at the college and contacted the appropriate officials, how do you think they would react? (Check only one)

_____ 1. They would understand my problem and do what they could about it.
_____ 2. They would listen to me, but would try to avoid doing anything -- they would try to pass the buck.
_____ 3. They would ignore me, or would dismiss me as soon as they could.
_____ 4. Don't know how they would react.

28. In general, are you satisfied with the service Hill Junior College is giving the area?

_____ 1. Yes
_____ 2. No

29. If money were no object, what improvements would you recommend for Hill Junior College? (Check all that apply)

_____ 1. Dormitory
_____ 2. Better library facilities
_____ 3. More sports
_____ 4. More courses for adults
_____ 5. More courses taught off campus

_____ 6. More technical, vocational, or occupational courses
_____ 7. More courses for women
_____ 8. Better curriculum
_____ 9. Other _____

_____

_____

Thank you for your cooperation.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 2 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES